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1

simenon

"Finally, there is a body of worshippers who are too far gone to give reasons. They feel that the late André Gide was guilty of stand-offishness when he hailed Simenon as perhaps the greatest novelist in contemporary French letters. To them Gide's niggling 'French', his parsimonious 'perhaps' are inexcusable. Simenon, they say, is the greatest novelist alive." — **The New Yorker**, January 24, 1953.

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THE UPPER SCHOOL FRENCH EXAMINATIONS

That hardy perennial—the Grade XIII French examinations—was the topic of a discussion led by Mr. C. W. Booth, Assistant Superintendent of Secondary Education in charge of General Courses; Dr. E. Joliat, University College, University of Toronto; and Miss Louise Prior, Vaughan Road Collegiate Institute. The scene was the moderns section of the regional conference sponsored by District 8—O.S.S.T.F., at Bathurst Heights Collegiate and Vocational School on February 26.

Mr. Booth announced that a study conducted by the Research Department at O.C.E. revealed that the June, 1952, Grade XIII French Authors examination was too easy in parts—the most offending part being the “spotting” question 2. Miss Prior added that many felt the examination was not a valid one since many poor students did better than expected and many good ones did not measure up. She referred to Dr. Goldstick's criticism that in the June, 1951, Authors examination some students got passing marks on the sight question even when the translations on the rough side of the book showed they did not understand the passage. Was translation, then, the answer, as Dr. Goldstick suggested? Dr. Joliat said that translation was being used as a check on comprehension in some first-year university classes but warned that its re-introduction on the Authors paper might perhaps be the thin edge of the wedge.

In the ensuing public and private discussions the following points were raised or implied:

If some undeserving students were getting pass marks on the sight question in the June, 1951, examination, it was not true of the

June, 1952, examinations, which was a tribute to the skill and ingenuity of the examiner-in-chief. The spotting question had developed in response to the criticism of the vague questions of former years, which the student found difficult to answer because he did not know what or how much was required and the examiner found difficult to evaluate. Unfortunately, the result was a question which seemed to favour the student who could remember names and details rather than the one who could understand French.

The Authors examination seemed to raise two questions:

1. What should we test? and 2. How should we do it, having due regard to the three criteria of a good examination, objectivity, reliability and validity? Some felt that the examination should test general comprehension, not the content of a prescribed text, nor French composition, nor the ability to write answers within a certain word limit. An obvious inference from Mr. Booth's statement was that the sight question was the most effective in separating the sheep from the goats. Hence, our purpose might best be served by a series of sight passages of varying degrees of difficulty with questions carefully phrased so as to eliminate the word juggler, and to be answered in English or French. Some experimentation with the objective multiple-choice question type might answer the need for uniform marking.

Implied in the suggestion of a sight examination was the elimination of the prescribed text or, as Dr. Joliat had earlier suggested, the reduction in the number of pages required for examination purposes. Such a change would relieve the pressure on students and teachers and leave more time for the review and consolidation of the work in composition and for more practice in dictation and essay writing. The essay question was the target of most of the criticism of the French Composition examination by Miss Prior. The prose passage based on the prescribed text also came under fire. It was felt that the elimination of the prescribed text would make way for a prose passage based on "Cours Moyen" and turn the fiction of two separate, independent papers into a reality.

The matter of easy literary questions in French was raised again by Dr. Joliat. Much as all the teachers appreciated his helpful suggestions in the "Review" article on "Le Livre de Mon Ami", it was felt that literary questions were a matter for the universities where, furthermore, such questions were tested in English.

A resolution was passed requesting that the O.M.L.T.A. appoint a committee to study the related matters of Upper School courses and examinations and make recommendations to the Department of Education.

MORRIS SNIDERMAN.

RESOLUTIONS FOR 1953

O. M. L. T. A. Members:

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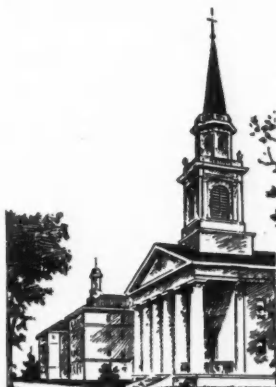
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CANADA

THE TEACHING OF FRENCH IN THE HIGH SCHOOLS OF THE PROVINCE OF QUEBEC

Francis J. Devine, S.J., M.A., Professor of French,
LOYOLA COLLEGE, Montreal

Apart from its obvious cultural value, I have always considered the teaching of French to English-speaking students as a work of true patriotic significance, in that it provides our youth with the means of acquiring a greater mutual understanding, thus enabling them to share more fully in our national life. Therefore, I welcome this opportunity of telling you something of the splendid work that is being done in this field by the teachers of the Province of Quebec.

Advantageous position of French in the Province

Let me say, at the outset, that French teachers in this Province have a unique opportunity of establishing higher standards in their subject than is possible in other parts of Canada or the United States. The reason for this is two-fold. First, because in Quebec, French is not just another academic subject, but one of immediate practical value to the student. Secondly, French students living, as they do, in a French environment are, as a rule, better prepared than elsewhere when they enter High School.

Life in the Province of Quebec is carried on bilingually and anyone living here, who cannot speak both languages, will find himself seriously handicapped in almost every field of endeavour. For, the ability to speak two languages is not only a useful social asset; it is practically a necessity in both the professional and business worlds. For this reason the demand of large business firms for bilingual employees has become almost universal in the Province to-day. The first question that is put to any young man applying for a position in the Province of Quebec is: "Can you speak both languages?" A negative answer to that question will very frequently make him ineligible for the position. Hence, being able to speak French is a practical matter for Quebec students and while it does not minimize the difficulty of learning the language, it does give them a definite incentive in their work.

Another factor which lightens the burden for the French teacher in Quebec is that the student, living in a French community, has already acquired a certain background in the language before he enters High School. Not only has he already had several years of French atmosphere, with the result that the language is something that is not entirely foreign to him. What is probably even more important, is the fact that he will continue to live in French surroundings during his four years of High School. This, I believe, is what constitutes the real difference between French students in Quebec and other Provinces. It is knowledge that the student has the opportunity of putting into practice in daily life the lessons he learns in school. This circumstance is of great advantage to the student for, as we shall see, unless he has the opportunity of speaking French outside of school he will never become

bilingual. These two facts, the practical need of French in Quebec and the opportunity of practising it outside of school hours, create an initial advantage on which the school has made every effort to capitalize.

Bilingualism and the Schools

How then is the problem faced in the school? Just how much may one expect to accomplish in a language course in High School? There are two extreme solutions to this problem. There is that of the defeatists, who maintain that it is impossible to really learn a language in school and so content themselves with a modicum of translation, without making any serious attempt to teach the student to speak the language. We may dismiss this type of course without further comment. The other extreme position is that of certain idealists who set exaggerated objectives for the High School which are quite impossible to attain at that level. It would indeed be foolhardy to imagine that one can master a language in the few hours devoted to it each week in school. However, the fact that one can not complete the task in school is no reason for not making a proper beginning in it for, between these two extremes, it is possible to establish a French course which will give the student a solid and practical foundation in the language and get him started in the business of speaking French. This, I believe, is the part the school can play in seeking to develop bilingual students, but it pre-supposes hard work on the part of the teacher and sincere interest in his subject. It should be clearly understood that the school can do no more than provide an indispensable foundation in the language. Whether the student will ever become truly bilingual or not, will depend entirely on how much practice he gets in speaking French outside of school.

There are certain English-speaking parents who, in order to make sure that their children will learn to speak both languages, place them in French elementary schools before sending them to English High School. This system seems to have succeeded very well. Although the child ran the risk of repeating a year in High School, he invariably became bilingual. In this regard, I have a suggestion to offer. Would it be altogether impractical to have our students spend at least one full year in a French elementary school? At the end of Grade V, let us say, could not suitable arrangements be made between parents and teachers by which the better students would be given the opportunity of repeating this already familiar subject matter in a French school? It might, at least, be tried on an experimental basis. This might be done even more conveniently at the end of Grade VII, as an intermediate year before going to High School. It would certainly give the child that real facility in the language which is so difficult to acquire in later years.

Fundamental Problems Encountered in the Teaching of French

Having dealt, thus far, with the problem in general, let us examine now the practical means to be used in solving it. Regarding methods of teaching, I do not think there is any ideal way of teaching modern languages which is applicable to all cases. I think that one should seek to combine the best features of the various methods that

have been proposed, according to the particular needs of the students. For example, the oral method of teaching from wall charts has been very successfully used in the Catholic elementary schools of the Province. On the other hand, the Protestant schools have made excellent use of the method of teaching by means of "séries" advanced by François Gouin. Nevertheless, there are certain fundamental laws of language teaching which should be observed in all methods.

The two main obstacles in learning French are the acquiring of correct pronunciation and the development of familiarity and ease in the use of irregular verbs, which, in one sense have been rightly called the key to the language. Both these skills should be the object of constant attention and regular drill throughout all four years.

Vocabulary is best acquired by reading, which, it is generally agreed, should be intensive, rather than extensive, during the High School course. The reading should be graded, becoming gradually more difficult, as the student progresses in his knowledge. He should, above all, be taught how to read properly and with profit, so that he may develop a certain confidence in his own ability to cope with an unfamiliar text.

Teaching grammar inductively has been found to be the most effective method and this is the manner in which it is presented in almost all modern textbooks. It should, of course, be accompanied by as much practice as possible. In some schools special methods are sometimes introduced to meet particular circumstances.

Certain Methods Used at Loyola College, Montreal

Before coming to the programme of the Public High Schools of Quebec, I would like to say a word about certain methods used at Loyola College. This is a private school and, therefore, does not come under the regular School Commission.

French is taught at Loyola during the four years of High School and during the first two years of College. When the present French course was established about ten years ago at Loyola, we had hoped to develop real speaking ability in the student by the end of his High School course. This objective has proven to be unattainable. We find that the student is just beginning to speak French when he finishes High School. However, what we cannot accomplish in four years, I think we may say we do achieve in six. For, with few exceptions, our students are able to express themselves with a fair degree of fluency in French by the end of their second year of College. In High School there are oral examinations in all the years. In the last two years, these examinations are held before a special board of two teachers, who examine each boy individually on his ability to speak French.

One of the features of the course that has proven very satisfactory, is the use of French newspapers in the last year of High School. Each boy receives one copy a week of a French newspaper. He has a full week to read the paper and to prepare a written talk on any subject in it, that may interest him, such as sport, politics or current events.

One class each week is devoted exclusively to French speeches, in which a number of boys are called upon to deliver their talks, while the other students are free to question them in French or to discuss the subject they are treating. All the written compositions are handed in each week to be corrected and returned to the pupils. Thus, by means of the newspaper, the student learns to read, to write and to discuss in French, questions of current interest.

Programme of the Catholic School Commission

Regarding the programme of the Catholic School Commission, it will be necessary for a proper understanding of the subject, to say a word about the French course in the elementary schools. French is begun in the Catholic Schools in Grade IV. For the first three years, French is taught orally by means of wall charts for one half hour during each school day.

A large chart in the centre of the room illustrates, for example, a scene of family life. The teacher points out objects in the chart, naming them in French and composing simple dialogues about them, which the student must learn by heart. This is an excellent method in the hands of a teacher who is sufficiently fluent in the language to make full use of it, a condition which, unfortunately, is not always realized.

In Grade VII a textbook is introduced: "Cours Primaire de français" by Jeanneret and St. John, lessons one to nine. I have nothing but the highest praise to offer for this book. It has proven very successful wherever it has been used. Some teachers feel, however, that the use of the wall chart should be discontinued in Grade VII as the lessons in "Cours Primaire" provide ample material for one year.

In the First Year of High School, "Cours Primaire" is continued, lessons ten to seventeen; and in Second Year, lessons eighteen to twenty-six. There is a review of the whole book at the end of the Second Year.

In both years, stories are read from an anthology by Claire Roe, entitled: "Les Belles Histoires". In Third and Fourth Years a new grammar is introduced: "Grammaire Française, Méthode Orale" by Hazel Bullock. It is written entirely in French.

Short stories are read from: "Recueil de Lectures" by Dora and Marie Stock.

"Grammaire Française" has many admirable features, not the least of which is that it obliges the teacher to give his course in French.

Programme of the Protestant School Commission.

In the High Schools under the Protestant School Commission, whose programme differs from that of the Catholic Schools, French is begun in Grade three. No textbook is used in the first year. The teacher points out objects in the room and teaches the students to say simple expressions in French. In Grades four and five a textbook is used entitled: "Jouons" by MacGowan and Amaron. In Grades six and seven a more advanced book of the same type is used,

entitled "Avançons" by MacGowan, Amaron and Eaton. These books consist of stories, dialogues and pictures, and constitute a very complete course in elementary French.

An interesting film has been prepared to illustrate some of the stories read in class.

In the First and Second years of High School a French grammar is used entitled: "Le Français Pratique" Books One and Two, by Amaron, Peck and Buchanan, supplemented by selected short stories for reading. "Le Français Pratique" has been used with excellent results for a number of years. It follows the sound method of beginning with a reading lesson and going on from this to a study of the grammar. It contains numerous exercises for the practice of both oral and written French. The Third and Fourth years are devoted to intensive reading with a review of the fundamentals of grammar. No special grammar text is prescribed for these years. Each school is free to use the text that it has found most satisfactory in practice.

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VICTORIA'S NEW UNION

by William E. Toye

VICTORIA University has achieved what can fairly be called a campus sensation in its triumphantly modern Students' Union. This is the first result of a long-term project that received its initial impulse in 1948.

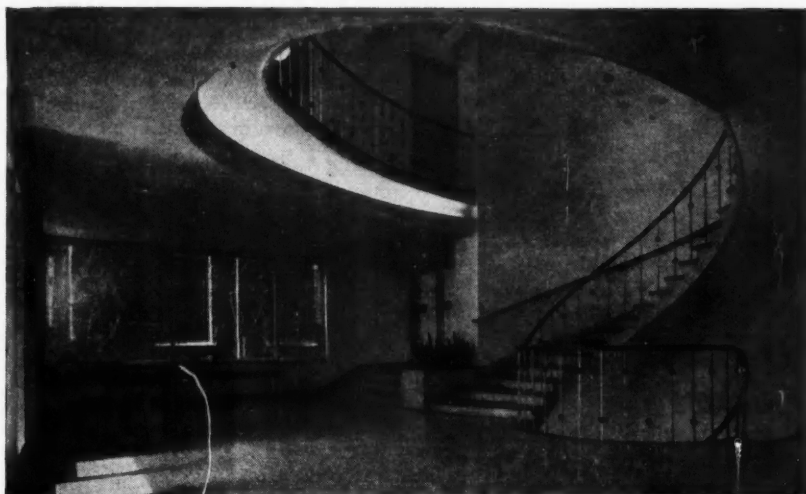
The Students' Union, called Wymilwood in acknowledgement of the donor of the original Union and Residence, was officially opened on September 22nd and is now in use. It is being run by a Management Committee, composed of members of the Board of Regents, and a student-faculty Activities Committee.

A tour through the Union reveals the imaginative skill that has gone into designing and furnishing the building to cover all practical requirements of service and comfort and to provide in an interesting way what its users will find enjoyable and convenient. The entrance is formed by a spacious vestibule decorated with greenery that fills a big flower box and even climbs up the red wall, and a large hall whose main feature is a graceful staircase that winds about a mobile. This is a decorative arrangement of suspended wires and coloured plastic weights that air currents cause to move continually.

These areas give a pleasant sense of reception and are a promise of attractiveness lying beyond that the rest of the building completely fulfils. The east wing on the first floor extends to the right of the hall and contains the Co-educational Common Room, a Reading Room and a Women's Common Room, named after Lady Flavelle. The women's cafeteria and the faculty dining-room constitute the north wing, which joins the Union to the back of Annesley Hall. Its remodelled kitchen serves both buildings. The cafeteria's huge windows look out on the playing field, which now runs north and south.

The second floor contains a small Record Room, where a public address system will originate, a Music Room for concerts, a kitchenette and a Meeting Room. The north wing in the basement will house stacks to be used by the Library; the rest of the basement contains an overshoe room, two offices for *Acta Victoriana* and the V.C.U., and what will perhaps be the most widely-used facility, a co-educational Coffee Shop. This can be entered from an outside patio, below the level of Charles Street. The view from its windows of a sloping terrace filled with shrubs is an unusual decorative feature of this private restaurant.

Though the Union can be adapted to become part of a larger whole, the architectural composition is now complete in itself. The architects have therefore thoroughly mastered the problem presented to them. But more important than this, in designing the new Wymilwood they have appropriately catered for the leisure hours of Victoria's students. The distinction of the Union will surely act as a stimulus in the university experience of its members.



Above: The Circular Staircase, a distinctive feature of the building.

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SPRING NUMBER, 1953

13

FRENCH EXTENSIVE READING

My first thought on receiving a request for material for the Modern Language Review, was that most of my ideas have found their origin in this magazine! However, perhaps our recent experiment in dealing with that "bête noire", extensive reading, may be of some interest.

Like most teachers of my acquaintance, I have tried various methods. One year the students handed in short synopses (in English) of the books read; another year the students reported to me orally; another year they submitted a list of new words which they had encountered during their reading. Here we have class sets, so that all students in a class may read the same book. Early in September a book or a portion of it was assigned, amounting to about 35 pages in Grade XI, and 50 pages in Grades XII and XIII. Students were warned that they would write a test on the portion to be read. The date of the test was set when the books were given out. The first instalment was tested early in October, the second in November, and we finished our third and last assignment early in February.

As reading is done mainly out of class, I have tried to choose books which can be read rather easily. The problem of choice is greatest in Grade XI, where the student's reading ability is still rather limited. The girls in Grade XI are reading "Sans Famille" in the simplified version adapted by Meade, Cochran, and Eddy (Heath) 117 pages; the boys read "La Mission de Slim Kerrigan", and "Ted Bopp". (Another year I shall reverse the order, as they found the latter easier than "Slim".) I think the boys will finish with "Hank le Trappeur". In Grade XII, we are using "D'Artagnan", the simplified edition of Copp, Clark, and in Grade XIII we have taken two books by Mme Colomb—"La Fille de Carilès" (Oxford), and L'Héritière de Vauclain (Nelson); after Christmas we shall read "Cosette" (Oxford).

On our first test in Grade XI, the questions on story content were given and answered in English, but a few expressions from the story were given to be translated into English, to make sure that the story had been read and not merely discussed with students who read easily. The test on the second and third reading assignments in Grade XI and all the tests in Grades XII and XIII are given in French, but answered in English. I have varied the type of test, in an attempt to arrive at something that indicates satisfactorily the student's own ability to read. The most successful has been one which included a group of questions on content, a question "Qui est chacun des personnages suivants? et expliquez brièvement l'importance de chacun", and a spotting type of question, "Qui a prononcé chacune des phrases suivantes et dans quelles circonstances?" At the end of each test, the student certifies whether he has completed the reading himself, or not. Most students I find truthful in giving this information.

This method seems to me the most satisfactory I have yet tried. I believe the students read more carefully. In fact, several have certified having read the assignment twice; I think, too, that answering this type of question helps them to arrive at more direct answers

when dealing with questions on story content in Authors classes. The mark gained on the tests forms part of the student's term mark.

May I, in closing, add my sincere thanks to all the contributors whose ideas I have found so helpful, and my best wishes for continued success to the C. M. L. R.—*je ne saurais m'en passer.*

(Mrs.) M. Consuelo Tyson, Ingersoll C. I.

A REVIEW OF FRENCH PRONOUNS

CONJUNCTIVE PRONOUNS

Direct object:

| | |
|--------|-------------------------------------|
| me | Il me voit. He sees me. |
| te | Il te voit. He sees you. |
| le, la | Il le (la) voit. He sees him (her). |
| se | Il se voit. He sees himself. |
| nous | Il nous voit. He sees us. |
| vous | Il vous voit. He sees you. |
| les | Il les voit. He sees them. |
| se | Ils se voient. They see themselves. |

Indirect Object:

| | |
|------|--|
| me | Il me parle. He talks to me. |
| te | Il te parle. He talks to you. |
| lui | Il lui parle. He talks to him (her). |
| se | Il se parle. He talks to himself. |
| nous | Il nous parle. He talks to us. |
| vous | Il vous parle. He talks to you. |
| leur | Il leur parle. He talks to them. |
| se | Ils se parlent. They talk to themselves. |

y=à, sur, dans, etc.

Il répond à la question. He answers the question.

+ "it" or "them", referring to things

Il y répond. He answers it.
but

en=de + "it" or "them" referring to things

Il lui répond. He answers him (her).
J'ai des pommes. I have some apples.
J'en ai. I have some.

Order before the verb or auxiliary:

| | | | | |
|------|-----|------|---|----|
| me | | | | |
| te | le | lui | y | en |
| se | la | leur | | |
| nous | les | | | |
| vous | | | | |

Pronoun objects precede the verb, except in the affirmative, imperative, when they follow the verb and are connected to it and to each other by hyphens, and the direct object precedes the indirect object.

Donnez-moi les pommes. Give me the apples. **Donnez-les-moi.**
Donnez-moi des pommes. Give me some apples. **Donnez-m'en.**
but

Ne me les donnez pas. Ne m'en donnez pas.

DISJUNCTIVE PRONOUNS:

| | |
|------|-------|
| moi | nous |
| toi | vous |
| lui | eux |
| elle | elles |

The form **soi** is only used if the subject is an indefinite pronoun, e.g. **on**, **chacun**, **tout**, **le monde**. (**Chacun pour soi**. = Every man for himself.)

Uses:

- | | |
|-----------------------------------|--|
| 1. Object of a preposition. | Il va chez lui. He is going home. |
| 2. As real subject of être | C'est moi. Ce sont elles. It is I. It is they (f.) |
| 3. After a comparative. | Il est plus grand que moi. He is larger than I. |
| 4. For emphasis. | Toi, qu'as-tu fait? What did you do? Je l'ai fait, moi-même. I did it myself. |
| 5. As compound subject or object. | Lui et moi (nous) allons le faire. He and I are going to do it. Je vous ai vus, vous et lui. I saw you and him. |
| 6. When there is a modifier. | Ce n'est que moi. It is only I. |
- N.B. Do not place **lui**, **leur**, before the verb with **me**, **te**, **se**, **nous**, **vous**.
Il nous la présentera. He will introduce her to us, but **Je vous présenterai à elle**. I shall introduce you to her.

DEMONSTRATIVE PRONOUNS:

| | |
|-------|--------|
| celui | ceux |
| celle | celles |

These must have a definite antecedent.

They must be followed by one of the following:

- | | |
|-----------------------|--|
| 1. -ci or -là | Ce livre-ci et celui-là. This book and that one. |
| 2. a preposition | Ce livre et celui de mon père. This book and my father's. |
| 3. a relative pronoun | Celui qui est venu est mon ami. The one who, (he who) came is my friend. |

They take the gender and number of the noun they refer to.
ceci - this **cela** - that
are used to denote something indicated but not named.

J'aime ceci mais je n'aime pas cela. I like this but I don't like that.

ce

- | | |
|--|--|
| 1. subject of être (no antecedent) | C'est joli. That's pretty. |
| 2. as subject of être when real subject follows. | C'est mon père. It's my father C'est mon école. It's my school. |

INTERROGATIVE PRONOUNS:

who? **whom?**

qui? or **qui est-ce qui?** (subject)

Qui va là? Who goes there?

Qui est-ce qui est venu? Who has come?

qui? or **qui est-ce que?** (object)

Qui avez-vous vu? Whom did you see?

Qui est-ce que vous avez vu?

| | |
|---------------------------------|--|
| qui? (object of preposition) | De qui parlez-vous? Of whom are you talking? |
| | A qui parlez-vous? To whom are you talking? |
| what? | |
| qu'est-ce qui? (subject) | Qu'est-ce qui est arrivé? What has happened? |
| que? or qu'est-ce que? (object) | Qu'avez-vous fait? Qu'est-ce que vous avez fait? What did you do? |
| quoi? (object of a preposition) | De quoi avez-vous besoin? What do you need? |
| which (one)? | |
| lequel, lesquels? | J'ai deux livres. Lequel désirez-vous? I have two books. Which one do you want? |
| laquelle, lesquelles? | Lesquelles des dames sont vos tantes? Which of the ladies are your aunts? |

INTERROGATIVE ADJECTIVES:

| | |
|------------------|---|
| quel, quels? | Quel livre est à vous? Which book is yours? |
| quelle, quelles? | Quelles sont vos lettres? Which are your letters? |

RELATIVE PRONOUNS:

| | | |
|---|-----------------|---|
| who, that, which | | |
| qui | (subject) | J'ai vu la dame qui est venue. I saw the lady who came. |
| que, qu' | (object) | J'ai la cravate que vous cherchez. I have the tie you are looking for. Voilà la dame qu'il connaît. That is the lady he knows. |
| qui (person—object of a preposition) | | Je connais l'homme de qui vous parlez. I know the man of whom you are talking. |
| lequel (person or thing—object of a preposition) | | Le livre duquel vous parlez est à moi. The book of which you are speaking is mine. |
| of which, of whom, whose | | La maison dont le toit est rouge. The house whose roof is red. |
| dont (this form can only be used if it comes directly after antecedent and before the subject of the following verb.) | | La dame dont (de qui, de laquelle) vous parlez. The lady of whom you are talking. |
| what, (that which) | | |
| ce qui | (subject) | Voici ce qui fait le bruit. This is what is making the noise. |
| ce que | (object) | Voilà ce que je désire. That is what I want. |
| ce dont | (that of which) | Voici ce dont j'ai besoin. This is what I need. |

| | | |
|----------------------------------|--|---|
| de ce que | (of that which) | Il parle de ce qu'il sait. He talks of what he knows. |
| où | | Il est entré dans la maison où je demeure. |
| where (in which) | | He has entered the house in which I live. |
| when | | |
| où is used for when after a time | Au moment où il est venu, je suis parti. | |
| expression | At the moment when he came, I left. | |

POSSESSIVE PRONOUNS:

| | |
|---|--|
| le mien, la mienne, les miens, les miennes | mine |
| le tien, la tienne, les tiens, les tiennes | yours |
| le sien, la sienne, les siens, les siennes | his, hers |
| le nôtre, la nôtre, les nôtres, les nôtres | ours |
| le vôtre, la vôtre, les vôtres, les vôtres | yours |
| le leur, la leur, les leurs, les leurs | theirs |
| must have an article and take the gender and number of the antecedent | Voilà sa plume et voici la mienne. Où est la tienne (vôtre)? He has his pen and I have mine. Where is yours? |

INDEFINITE PRONOUNS:

| | |
|---|---|
| on, someone, we, you, they (indefinite) | Ici on parle français. We speak French here. |
| chacun(e) each (one) | Chacun à son tour. Each in his turn. |
| quelqu'un(e) someone | Je vois quelqu'un devant la porte. I see someone at the door. |
| quelque chose something | Voici quelque chose de bon. Here is something good. |
| personne - - ne no one | Personne ne me verra. Nobody will see me. |
| rien - - nothing | Nous n'avons rien à faire. We have nothing to do. |

The last four take *de* before an adjective and *à* before an infinitive.

ELIZABETH CHOWN,
St. Catharines, C.I and V.S.

PROSE BASED ON "LE LIVRE DE MON AMI"

When reading this novel please remember that the author is around 40 years old and is trying to relate the impressions of a child. In each of the chapters, he describes some events in the life of this child but it is also the author, an adult, who tells what he thinks of these incidents and explains their meaning for us.

For example, Peter and his chum, Fontanet, decided to write a 50-volume history of France and to start it with a giant named Teutobochus. The latter frightened them and the project stopped. To Anatole France, Teutobochus became a synonym for any obstacle that prevented him from beginning many of his works.

—M. S.

FRENCH DICTATION EXERCISES FOR GRADE XIII

Time: 15 minutes

78 R.P.M.

A. L'ECOLE

(Test volume: 54321.)

(Ecoutez, n'écrivez pas!)

FIRST READING

(Maintenant écrivez!)

L'école où j'allais| lorsque j'étais enfant| était fort différente| de la vôtre.| Elle se composait| d'une seule grande salle| où étaient réunis| tous les élèves,| garçons et filles,| depuis la classe des petits| jusqu'à celle des plus grands| qui devaient passer l'examen| à la fin de l'année.| Nous n'avions alors| qu'un seul professeur,| un vieil original,| qui nous aurait punis| si nous n'avions pas su la leçon,| mais que nous aimions bien| malgré sa sévérité.

(Maintenant corrigez!)

THIRD READING

B. APRES UNE LONGUE JOURNÉE

Après une longue journée| de travail fatigant| on a besoin| de distraction.| Il y a toutes sortes de choses| qu'on peut faire.| Certaines personnes| aiment écouter| un concert à la radio;| d'autres préfèrent| lire un roman.| Quand ma femme m'a dit| que je devrais l'aider| à laver la vaisselle,| j'ai fait comme si je ne l'entendais pas.| Moi, je pense| que c'est la femme| qui doit s'occuper| du ménage.| Qu'en pensez-vous?

C. HIER J'AI DINÉ

Hier j'ai dîné| chez mon cousin| dont c'était la fête,| mais j'ai bien regretté| d'avoir accepté| son invitation.| Nous étions douze| autour d'une table| faite pour huit personnes.| J'étais placé| entre un gros monsieur| qui parlait sans cesse| et un petit garçon| mal élevé.| La viande était brûlée,| les légumes nageaient| dans une sauce trop claire,| et finalement on a renversé| toute la bouteille de vin rouge| sur mon beau costume neuf.

D. L'AUTRE SOIR

L'autre soir je me suis rendu| chez un de mes amis| pour écouter les résultats| des élections fédérales.| Après la diffusion des nouvelles,| le speaker a annoncé| aux électeurs| que le parti libéral| paraissait avoir| une forte majorité,| surtout dans la province de Québec.| En Ontario on avait élu| une quarantaine de conservateurs.| Quant à l'ouest,| un nouveau groupe l'emportait| sur les partis traditionnels.| Heureusement,| il n'y a pas autant de communistes| au Canada qu'en France.

E. MON PÈRE

Mon père vient d'acheter| un nouveau poste de radio| qui lui plaît beaucoup.| Assis confortablement| dans son fauteuil,| un bon livre à la main,| il écoute les programmes| qui l'intéressent.| J'aimerais bien| entendre la musique,| moi aussi,| mais mes parents m'ont ordonné| de rester dans ma chambre| quand j'ai du travail à faire.| Il faudra avant tout| que je sois reçu| aux examens de sortie| qui auront lieu| au mois de juin.

—Courtesy Yale Recordings

REVIEW OF "LE LIVRE DE MON AMI"

GENERAL QUESTIONS (pp. 1-51)

1. Que faisait le père de Pierre pour gagner sa vie?
2. Quelle était la manie de son père?
3. Où se couchait Pierre quand il était tout petit?
4. Quelle curiosité qu'il voyait chez la dame en blanc avait pour lui le plus de charme?
5. Pourquoi M. Arnould pensait-il que Pierre était un enfant gâté?
6. Nommez quelques jouets de Pierre.
7. Quel cadeau sa mère lui a-t-elle donné un jour?
8. Quelle histoire sa mère lui a-t-elle racontée un jour, quand ils étaient en voiture pour aller chez M. Robin?
9. Pourquoi le petit Pierre avait-il peur en voyant l'escalier de la vieille maison de M. Robin et le petit chien qui jappait.
10. Pourquoi Pierre était-il bien disposé envers Finette?
11. Comment Pierre s'amusait-il avec un crayon?
12. Donnez deux raisons pour lesquelles Pierre envoyait Alphonse.
13. Quel était le domaine d'Alphonse?
14. Pourquoi la cour était-elle fort boueuse un jour?
15. Mentionnez une chose à laquelle Pierre a songé en essayant de trouver un cadeau pour Alphonse?
16. Qu'a-t-il décidé enfin de lui donner?
17. Comment Alphonse a-t-il remercié Pierre de ce présent?
18. Quels conseils la mère de Pierre lui a-t-elle donnés à propos de cadeaux?
19. Qu'est-ce que c'est qu'une marraine à l'avis de Pierre?
20. Quelle prédiction sa marraine a-t-elle faite concernant Pierre?
21. Pourquoi les joujoux qu'elle lui avait envoyés lui semblaient-ils peu faits pour lui?
22. Quel jouet sa marraine a-t-elle promis à Pierre?
23. Comment a-t-il pu en jouir sans l'avoir reçu?
24. Où Marcelle et la mère de Pierre s'étaient-elles connues?
25. Quelle était la profession du père et du mari de Marcelle?
26. Pourquoi le père de Marcelle est-il allé à Bade?
27. Quel était le résultat de ce voyage?
28. Quelle était la cause de la querelle entre Marcelle et la mère de Pierre?
29. Que Marcelle a-t-elle fait pour recevoir son pardon?
30. A quoi ressemblait le mari de Marcelle?
31. Quels traits superbes avait-il?
32. De quoi son mari est-il mort?
33. Selon l'auteur, avec quoi seulement fait-on l'avenir?
34. Pierre voulait s'illustrer. A quels deux moyens a-t-il pensé pour le faire?
35. Pourquoi en a-t-il rejeté le premier?
36. Mentionnez deux des saints qu'il a imités et la façon de laquelle il les a imités.
37. De quoi s'est-il fait un cilice?
38. Où a-t-il décidé de vivre en ermite?
39. Pourquoi Pierre a-t-il pensé à l'arche de Noé quand il était au Jardin des Plantes?
40. Qu'est-ce que Simon de Geldern et Le Beau ont en commun?
41. Quelle était la manie de Le Beau?
42. Nommez trois des choses qu'on voyait en grandes quantités chez lui.
43. Qui a tourné l'esprit de l'enfant Pierre vers le passé et lui a donné l'envie de travailler à s'instruire?
44. Pourquoi Pierre a-t-il pensé à monsieur Le Beau un jour plus d'un quart de siècle après la mort de celui-ci, quand il était à l'hôtel Drouot?

SUGGESTED POSSIBLE ANSWERS TO "GENERAL QUESTIONS"

1. Il était médecin.
2. Il était collectionneur de curiosités naturelles.
3. dans un lit à galerie dans la chambre de sa mère.
4. deux magots en porcelaine.
5. Il demandait de l'eau sucrée, etc. pour qu'on fit attention à lui.
6. un mouton qui n'avait que trois pieds—un polichinelle.
7. une rose du papier de tenture du salon.
8. l'histoire des deux princes dans la tour de Londres.
9. Il croyait que l'escalier était celui de la tour, et qu'on allait le faire mourir comme un enfant d'Edouard.
10. Il croyait que Finette était le chien qui avait aboyé pour avertir les deux princes de l'approche des meurtriers.
11. Il dessinait des soldats.
12. Il était libre. —il n'avait pas de fables à apprendre. —il ne craignait pas d'être grondé pour une tache à sa blouse.
13. la cour.
14. on l'avait dépavée et il avait plu.
15. à un cheval à mécanique (un baiser, une fleur).
16. une grappe de raisin.
17. Il lui a tiré la langue et lui a fait un pied de nez.
18. Il faut donner son bien et non celui des autres et il faut savoir donner.
19. une fée.
20. qu'il deviendrait brun.
21. Elle lui avait envoyé un mobilier de petit gymnaste et il avait déjà le pli du bureau.
22. un bateau.
23. Il en jouissait dans son imagination.
24. au couvent.
25. Ils étaient marins.
26. pour jouer gros jeu; pour gagner assez d'argent; pour acheter chevaux, carrosse et livrée pour sa femme et sa fille.
27. Il est rentré sans un sou.
28. Le fiancé de la mère a vu Marcelle, et il l'aimait apparemment, car la mère est devenue jalouse.
29. Elle s'est mariée.
30. à un singe.
31. des yeux superbes.
32. Il a reçu un coup de couteau.
33. avec le passé.
34. Il a pensé à devenir général et puis saint.
35. Pour être général il faudrait un cheval, un uniforme, un régiment et des ennemis.
36. (i) Siméon Stylite—Il est monté sur la fontaine de la cuisine.
(ii) Nicolas de Patras—Il a jeté par la fenêtre ses sous, etc.
37. du crin d'un vieux fauteuil.
38. au Jardin des Plantes (sur le labyrinthe).
39. il y avait là toutes sortes de bêtes.
40. Simon a influencé son neveu Heine à écrire et Le Beau a influencé Pierre à écrire.
41. de faire des catalogues.
42. des momies, des livres, des médailles (des chaînes, des carcans, des clefs de prison, etc).
43. Le Beau.
44. Il a vu une reproduction de la Bastille qui avait à la base: "Du cabinet de M. Le Beau."

A.

- I. Je sais donc qu'il n'y a pas très longtemps que j'avais mon lit à galerie dans une grande chambre d'un vieil hôtel fort déchu, qui a été démoli depuis pour faire place aux bâtiments neufs de l'Ecole des Beaux-Arts.
 1. Qu'est-ce qui indique que l'auteur était très jeune en ce temps-là?
 2. Quels bâtiments y a-t-il maintenant à l'endroit où était autrefois la maison de l'auteur?
 3. Exprimez autrement: un vieil hôtel; fort déchu.
 4. Mettez à la forme active: qui a été démoli.
- II. "Ma mère, fort occupée et qui n'aimait pas à voisiner, n'allait guère chez elles. Mais j'y allais souvent, moi, surtout à l'heure du goûter."
 1. Quelles sont les personnes représentées par le pronom "elles"?
 2. Où demeuraient-elles?
 3. Pourquoi l'auteur aimait-il aller chez elles à l'heure du goûter?
 4. (a) Donnez un substantif de la même famille que le verbe *voisiner*.
(b) Quel est le contraire de *souvent*?
- III. Sa femme, que je n'avais pas l'honneur de connaître, me sembla passer la cinquantaine. Elle était tout en noir; de magnifiques dentelles enveloppaient admirablement sa beauté passée, dont l'ombre s'entrevoyait encore.
 1. Quel est le poste officiel du mari de cette femme?
 2. De quelle couleur cette femme était-elle vêtue quand Pierre l'avait connue auparavant?
 3. Où son mari a-t-il passé quelque temps il y a 30 ans?
 4. Quel âge cette femme a-t-elle?
 5. Quel adjectif de la même famille que le substantif "beauté" pouvait décrire cette femme quand elle était jeune?
- IV. Porte ce pavé, me dit-il.

Il avait l'air sauvage et la voix rauque. j'obéis. Tout à coup le pavé me fut arraché des mains et je me sentis enlevé de terre.

 1. Qui parle à l'auteur?
 2. Où se trouvent-ils tous deux?
 3. Qui a arraché le pavé aux mains de l'enfant?
 4. Donnez un synonyme pour: tout à coup.
 5. Quel est le contraire de: j'obéis?
- V. Regardant par sa fenêtre, un jour de pluie, il vit sa femme et sa fille à pied, fort embarrassées de leurs jupes et de leur en-tout-cas. Il s'aperçut pour la première fois qu'elles n'avaient point voiture, et cette découverte le chagrina beaucoup.
 1. De qui parle-t-on ici?
 2. Quel temps faisait-il ce jour-là?
 3. Que portaient les femmes comme protection?
 4. Qu'est-ce cet homme a fait pour gagner chevaux, carrosse et livrée?
 5. Quel était le résultat de ses efforts?
- VI. Mon vieil ami, en robe de chambre à ramages et coiffé d'un bonnet de nuit, travaillait devant cette table avec toute la joie d'un cœur simple. Il cataloguait.
 1. Qui est ce monsieur?
 2. De quoi s'aidait-il pour mieux voir?
 3. Quelle occupation eut-il plus tard qui semblait encore plus belle à Pierre?
 4. Mettez au pluriel: mon vieil ami.

Possible Answers to questions on quotations:

- I. 1. son lit à galerie. 2. les bâtiments de l'Ecole des Beaux-Arts.
3. une vieille maison; très déchu. 4. qu'on a démoli.
- II. 1. la dame en blanc et la dame en noir. 2. dans la même maison
qu'habitait Pierre Nozière. 3. La dame en noir lui donnait des gâteaux.
4. le voisin (la voisine) (le voisinage) 5. rarement.
- III. 1. ambassadeur 2. de blanc 3. au Japon 4. environ
cinquante ans. 5. belle.
- IV. 1. Alphonse. 2. dans la cour. 3. la bonne de Pierre.
4. subitement (soudain, soudainement). 5. je désobéis.
- V. 1. du père de Marcelle. 2. Il pleuvait. 3. leur en-tout-cas.
4. Il est allé à Bade jouer gros jeu. 5. Il est rentré chez lui sans un sou.
- VI. 1. M. Le Beau. 2. d'une loupe. 3. Il corrigeait des épreuves.
4. mes vieux amis.

B.

- I. (a) Divisez en syllabes: cuisinière. labyrinthe
(b) Soulignez deux sons nasalisés: immobiles, cabane, montagne,
donné, soulèveront.
- (4x2) (c) Soulignez deux consonnes qui ne se prononcent pas: ermite,
le dos, mer, coude, chocolat.
(d) Soulignez deux mots qui contiennent le son de la lettre "l"
accueil, vieil, ville, travailler, fille, fauteuil, viril.
- II. Répondez en français, aussi brièvement que possible, aux questions.
Il n'est pas nécessaire de faire une phrase complète, ni de répéter les
mots de la question.
- 1. Mais à peine étais-je couché, que des personnages tout à fait
étrangers à ma famille se mettaient à défilier autour de moi.
- (2) (a) Décrivez ces personnages. (2 traits)
(1) (b) Mentionnez une chose que portaient ces personnages.
(1) (c) Donnez un synonyme pour: tout à fait
- 2. Chéri, me dit-elle, va jouer dans la salle à manger, et ne reviens
que quand je t'appellerai. Va, chéri!
- (1) (a) Qui dit cela?
(1) (b) À qui parle-t-elle?
(2) (c) Pourquoi l'envoie-t-elle dans la salle à manger?
(2) (d) Comment lui a-t-il désobéi?
- 3. Tu ne veux pourtant pas, mon petit ami, rester avec une chevelure
de sauvage, comme si tu sortais du radeau de la Méduse.
- (1) (a) Qui parle?
(1) (b) Qu'est-ce que la Méduse?
(2) (c) Pourquoi les gens qui sont sortis du radeau de la Méduse
avaient-ils une chevelure de sauvage?
(1) (d) Comment l'homme qui parle a-t-il coiffé le petit garçon?
- 4. Ce n'est plus un jouet. C'est un fantôme. Il coule en silence sur
une mer brumeuse, et j'aperçois à son bord une femme immobile,
les bras inertes, les yeux grands et vides.
- (1) (a) Quel est ce jouet?
(1) (b) Pourquoi le jouet n'est-il qu'un fantôme?
(1) (c) Qui est la femme qu'on voit?
(1) (d) De quelle couleur sont ses yeux?

5. Je m'endormis dans la résolution d'aller vivre au milieu de ce jardin pour acquérir des mérites et devenir l'égal des grands saints dont je me rappelais l'histoire fleurie.
- (1) (a) De quel jardin s'agit-il?
- (1) (b) Pourquoi Pierre voulait-il devenir saint?
- (1) (c) Comment connaissait-il la vie des grands saints?
- (1) (d) (i) Donnez le contraire de: je m'endormis
- (1) (ii) Donnez le pluriel de: l'égal
- (1) (ii) Exprimez autrement: je me rappelais (l'histoire)
- III. Répondez en français par des phrases complètes:
- (3) 1. Que faisait le père de Pierre pour gagner sa vie? Quelle était sa manie?
- (3) 2. Mentionnez une chose à laquelle Pierre a songé en essayant de trouver un cadeau pour Alphonse? Qu'a-t-il décidé enfin de lui donner?
- (3) 3. Pourquoi les joujoux que la marraine de Pierre lui avait envoyés lui semblaient-ils peu faits pour lui?
- (3) 4. Pourquoi le père de Marcelle est-il allé à Sade? Quel était le résultat de ce voyage?
- (3) 5. Qu'est-ce que Simon de Geldern et Le Beau avaient en commun?

SUGGESTED POSSIBLE ANSWERS

- II. 1. (a) Ils avaient des nez en bec de cigogne, des moustaches hérissées, etc.
- (b) des balais (broches, etc.)
- (c) entièrement.
2. (a) la dame en blanc
- (b) à Pierre
- (c) Un monsieur veut parler avec elle seule.
- (d) Il est revenu avant d'être appelé.
3. (a) M. Valence (le perruquier)
- (b) un navire
- (c) La Méduse avait fait naufrage et ils étaient longtemps sur le radeau.
- (d) aux enfants d'Edouard.
4. (a) un bateau
- (b) Il existe seulement dans ses rêves.
- (c) sa marraine
- (d) d'or.
5. (a) du Jardin des Plantes
- (b) pour s'illustrer
- (c) Sa mère la lui lisait
- (d) (1) je me réveillai
- (2) les égaux
- (3) je me souvenais de (l'histoire).
- III. 1. Il était médecin et collectionneur (de curiosités naturelles).
2. Il a songé à un cheval à mécanique (à un baiser, à une fleur) et il a décidé de lui donner une grappe de raisin.
3. Elle lui avait envoyé un mobilier de petit gymnaste et il avait déjà le pli du bureau.
4. Il y est allé pour gagner assez d'argent pour acheter chevaux, carrosse et livrée (pour sa femme et sa fille) et il est rentré sans un sou.
5. Simon a inspiré à son neveu Heine d'écrire et Le Beau a inspiré à Pierre d'écrire.

C.

Répondez brièvement. Il n'est pas toujours nécessaire d'écrire des phrases complètes.

- (a) J'y avais, comme j'ai dit, un petit lit à galerie qui restait tout le jour dans un coin et que ma mère plaçait, chaque nuit, au milieu de la chambre, sans doute pour le rapprocher du sien, dont les rideaux immenses me remplissaient de crainte et d'admiration. C'était toute une affaire de me coucher. Il y fallait des supplications, des larmes, des embrassements. Et ce n'était pas tout: je m'échappais en chemise et je sautais comme un lapin. Ma mère me rattrapait sous un meuble pour me mettre au lit. C'était très gai.

Mais à peine étais-je couché, que des personnages tout à fait étrangers à ma famille se mettaient à défiler autour de moi.

- (2) 1. Où se trouvait le lit de Pierre: (a) pendant la journée?
(b) pendant la nuit?
- (2) 2. Pourquoi le changeait-on de place?
- (1) 3. Qu'est-ce qui faisait un peu peur à l'enfant?
- (1) 4. Qu'est-ce que sa mère devait souvent faire avant de pouvoir le coucher?
- (2) 5. Quels étaient les personnages qui défilaient dans sa chambre?
- (2) 6. Comment l'auteur a-t-il pu expliquer plus tard la cause de ces apparitions?
- (2) 7. Donnez des synonymes pour: (a) tout à fait; (b) se mettaient à
- (3) 8. Traduisez en français: (a) I draw the chair up to the table.
(b) She puts them to bed (employez le verbe **coucher**).
(c) They go to bed.

- (b) A peine étais-je entré dans le grand salon, qu'on annonça l'ambassadeur de x x x et madame x x x. J'avais rencontré plusieurs fois l'ambassadeur, dont la figure fine porte l'empreinte de fatigues qui ne sont point toutes dues aux travaux de la diplomatie.

- (1) 1. Qui est la femme de l'ambassadeur?
- (1) 2. Combien d'ans y a-t-il que le petit Pierre l'a connue?
- (1) 3. Dans quels pays l'ambassadeur était-il à l'époque où Pierre était l'ami de sa femme?
- (3) 4. (a) Ecrivez au masculin singulier le mot "dues"
(b) Comment prononce-t-on la lettre "t" dans le mot "diplomatie"?

(c) Donnez un mot qui veut dire 'la femme de l'ambassadeur.'

- (c) Toutefois, à l'idée qu'il faudrait confesser mon aventure à ma mère, je tombai dans un grand abattement. J'avais tort; ma mère me gronda, mais avec de la gaieté: je le vis à ses yeux qui riaient.

- (2) *1. Quelle est l'aventure qu'il faudrait confesser?
- (2) *2. Comment savait-il que sa mère le grondait gaiement?
- (3) *3. Quels conseils lui a-t-elle donnés?
- (2) 4. Exprimez autrement: (a) toutefois (b) je tombai dans un grand abattement.

* Ecrivez des phrases complètes.

- (d) Il advint un jour que cette cour si gaie, où les ménagères venaient, le matin emplir leur cruche à la pompe et où les cuisinières secouaient, vers six heures, leur salade dans un panier de laiton, en échangeant des propos avec les palefreniers, il advint que cette cour fut dépavée. On ne la dépavait que pour la repaver; mais, comme il avait plu pendant les travaux, elle était fort boueuse, et

Alphonse, qui y vivait comme un satyre dans son bois, était, de la tête aux pieds, de la couleur du sol. Il remuait les pavés avec une joyeuse ardeur.

- (3) 1. Quelles personnes voyait-on dans cette cour?
- (3) 2. Qu'est-ce que ces personnes venaient faire dans la cour?
- (2) 3. Quelles réparations a-t-on commencé à y faire un jour?
- (2) 4. Qui est Alphonse?
- (2) 5. Pourquoi était-il de la couleur du sol?
- (3) 6. Ecrivez des synonymes pour 3 de ces expressions: (a) il advint
(b) le sol (c) des propos (d) fort boueuse

SUGGESTED POSSIBLE ANSWERS

- (a) 1. (a) dans un coin (b) au milieu de la chambre.
2. pour le rapprocher du lit de sa mère.
3. les rideaux immenses du lit de sa mère.
4. le rattraper et faire des supplications.
5. des monstres.
6. Il avait vu chaque jour des grotesques chez une voisine et puis il les voyait la nuit.
- 7. (a) complètement; (b) commençaient à.
- 8. (a) J'approche la chaise de la table.
(b) Elle les couche
(c) Ils se couchent.
- (b) 1. la dame en blanc.
2. il y a trente ans
3. au Japon
4. (a) du (b) (s) (c) l'ambassadrice.
- (c) 1. Pierre avait donné à Alphonse une grappe de raisin.
2. Ses yeux riaient.
3. Il faut donner son bien et non celui des autres, et il faut savoir donner.
4. (a) cependant; (b) je devins très triste.
- (d) 1. les ménagères. les cuisinières. les palefreniers.
2. Les ménagères emplissaient leur cruche; les cuisinières secouaient leur salade: les palefreniers soignaient les chevaux.
3. On a déparé la cour pour la repaver.
4. Un petit garçon qui demeurait dans le même bâtiment que Pierre.
5. Il jouait dans la boue.
6. (a) il arriva; (b) la terre; (c) des remarques
(d) très boueuse.

D.

Répondez brièvement. Il n'est pas toujours nécessaires de faire des phrases complètes. Ecrivez des phrases complètes si la question est précédé d'un astérisque.

- (a) Au premier tournant, un petit chien se mit à japper. "C'est lui, pensai-je. c'est le chien des enfants d'Edouard." Et une peur subite, invincible, folle, s'empara de moi. Evidemment, cet escalier, c'était celui de la tour, et, avec mes cheveux découpés en bonnet et ma blouse de velours, j'étais un enfant d'Edouard. On allait me faire mourir. Je ne voulais pas; je me cramponnai à la robe de ma mère en criant:
— Emmène - moi, emmène - moi! Je ne veux pas monter dans l'escalier de la tour.
- (3) *1. Racontez brièvement qui étaient les enfants d'Edouard et ce qui leur est arrivé.
- (3) *2. Quel rôle le chien avait-il joué dans cette histoire?

- (1) 3. De quelle tour est-il question?
- (2) 4. Pourquoi l'enfant s'imaginait-il être un enfant d'Edouard?
- (1) 5. Où menait l'escalier que Pierre et sa mère montaient?
- (1) 6. (a) Ecrivez au pluriel: emmène - moi.
- (4) (b) Donnez des synonymes pour: se mit à, japper, subite, faire mourir.
- (b) Elle promit. Un jour pourtant, je trouvai un monsieur assis dans mon canapé, les pieds sur mon tapis et causant à mes dames avec un air de satisfaction. Il leur donna même une lettre qu'elles lui rendirent après l'avoir lue.
- (1) 1. Quelle dame a promis quelque chose?
- (2) 2. Qu'a-t-elle promis?
- (1) 3. Qui avait écrit la lettre mentionnée?
- (2) 4. Donnez des synonymes pour: pourtant, causant.
- (c) Mes jouets aussi faisaient travailler ma petite tête; du moins, les jouets qu'on me promettait, et que j'attendais; car ceux que je possédais n'avaient pour moi plus de mystère, partant plus de charme. Mais qu'ils étaient beaux, les joujoux de mes rêves! Un autre miracle, c'était la quantité de traits et de figures qu'on peut tirer d'un crayon ou d'une plume.
- (2) 1. Mentionnez deux jouets du petit Pierre.
- (2) 2. Mentionnez deux traits d'un visage.
- (1) 3. Quels gens Pierre dessinait-il souvent?
- (1) 4. Quel chapeau mettait-il au-dessus?
- (3) 5. (a) Ecrivez au présent: je possédais.
- (b) Donnez l'adjectif de la même famille que "mystère"
- (c) Ecrivez en français: How beautiful she is!

SUGGESTED POSSIBLE ANSWERS

- (a) 1. C'étaient les princes d'Angleterre. (fils du roi Edouard IV) qui ont été tués par leur oncle (Richard III)
2. Il avait aboyé pour avertir les princes de l'approche des meurtriers.
3. la tour de Londres.
4. à cause des cheveux découpés en bonnet et de la blouse de velours.
5. chez un ami (M. Robin)
6. (a) emmenez-nous
- (b) commença à, aboyer, soudaine, tuer
- (b) 1. la dame en blanc
2. de ne recevoir que Pierre chez elle
3. son mari
4. cependant, parlant.
- (c) 1. un mouton à trois pieds, un polichinelle (un cheval à mécanique etc.)
2. le nez, le menton, etc.
3. des soldats
4. un shako
5. (a) je possède
- (b) mystérieux
- (c) Qu'elle est belle!

—E. Maude Standing

REVIEW OF "LE LIVRE DE MON AMI" (pp. 52-130)

La Grand'mère Nozière

1. Quel avait été le nom de famille de la grand'mère Nozière avant son premier mariage?
2. Pour quelles raisons son père avait-il été célébré? (deux raisons).
3. Comment la grand'mère a-t-elle sauvé la vie d'Alcide, le maître à danser?
4. Qui était Amélie? Qu'est-ce qu'elle a prophétisé un soir?

5. Pourquoi les lettres laissées par son mari étaient-elles dangereuses pour Mme Danger?
6. Quelle sorte de personne la grand'mère Nozière était-elle? (deux traits caractéristiques).

La Dent

7. Faites une courte description de l'homme dont est venue la dent en question.
8. Nommez deux changements physiques qui ont eu lieu dans la tête de l'homme à travers les siècles.
9. Quel devoir est-ce que l'homme de la caverne nous a transmis?

La Révélation de la Poésie

10. Pourquoi Pierre était-il tellement surpris en arrivant dans la classe de Mlle Lefort?
11. Quel événement indique que Pierre était un garçon sensible?
12. En quoi Mlle Lefort fait-elle contraste aux enfants de la classe?
13. Quel système d'éducation le père de Pierre propose-t-il pour les enfants de l'âge de Pierre?
14. Quel a été le seul intérêt dans la vie de Mlle Lefort?
15. Pourquoi le poème "Jane" est-il si triste?
16. En quoi consiste le remords de Mlle Lefort dont, selon Fontanet, elle souffrira toujours?
17. Qu'est-ce que les élèves de la classe de Mlle Lefort ont fait avec le vers: "La faim mit au tombeau malfilâtre ignoré"?

Teutobochus

18. Nommez deux choses qui ont attiré l'attention de Pierre au cours de ses promenades le long des quais de Paris?
19. En quoi les goûts des deux garçons Pierre et Fontanet étaient-ils différents?
20. Qui est M. Petit-Prêtre?
21. Quelles idées Fontanet et Pierre ont-ils eues après leur visite chez M. Petit-Prêtre?
22. Décrivez leur Teutobochus!

Le Prestige de M. l'abbé Jubal

23. De quelle classe M. l'abbé Jubal était-il professeur?
24. Comment était-il? (deux choses).
25. Pourquoi Pierre a-t-il reçu un mauvais point de M. l'abbé Jubal?
26. Qui est Lutèce?
27. Comment l'abbé a-t-il acquis un grand prestige aux yeux du garçon? (deux faits).
28. Comment s'appelle en France le dernier jour de l'année scolaire.
29. Pourquoi n'oubliera-t-il jamais le mot Coquempot?

La Casquette de Fontenel

30. Pourquoi Pierre était-il embarrassé les jours de confesse?
31. Quel objet Pierre a-t-il choisi pour avoir quelque chose à dire à l'aumônier?
32. Que veut dire le mot 'gibecière'?
33. Que faisait Fontanet chaque fois qu'il voyait ce portefeuille au dos de Pierre? (Un fait suffit.).
34. Décrivez ce portefeuille (de quelle étoffe? ce qu'il portait et ce dont il était tapissé).

Les Dernières Paroles de Decius Mus

35. Qui est M. Chotard? Quelle était sa passion?

Les Humanités

36. Quelle pensée malgré la rentrée, remettait de la joie au cœur de Pierre?

La Forêt des Myrtes

37. Qu'est-ce qui lui a été révélé par la lecture du passage de poésie tiré du livre qu'il avait apporté avec lui en vacances?

L'Ombre

38. Qu'est-ce que les chouans?
39. Après s'être assoupi devant le feu dans l'auberge, que voit Pierre quand il rouvre les yeux?
40. Pourquoi la vieille est-elle convaincue que Pierre est un Nozière?

SUGGESTED POSSIBLE ANSWERS

1. Dussuel.
2. Il avait été médecin et auteur.
3. Elle l'a caché dans la ruelle; dans un espace entre le lit et le mur; entre deux matelas.
4. Soeur de Mme de Laville. La mort de Robespierre.
5. Elles contenaient les noms de beaucoup d'émigrés; il y avait la de quoi faire guillotiner la grand'mère et cinquante personnes avec elle.
6. Elle était frivole, gaie; une petite vieille, rieuse et légère; elle avait une morale facile, elle n'avait plus de pitié qu'un oiseau. Elle pardonnait facilement.
7. Il ressemblait à une bête; son front était déprimé. Ses mâchoires faisaient sur sa face une énorme saillie, ses dents avançaient hors de sa bouche. Il avait les dents longues et pointues.
8. Le front s'est agrandi; les dents poussaient moins longues; la mâchoire poussait moins forte.
9. Le devoir de rendre la vie meilleure à nos enfants.
10. Les élèves riaient; faisaient les grimaces; s'amusaient.
11. Il a pleuré en écoutant la lecture du poème 'Jane'.
12. Elle était triste. La classe était gaie.
13. D'après son système, il faut apprendre aux enfants les moeurs des animaux.
14. La poésie.
15. La jeune fille 'Jane' est morte le jour de son mariage.
16. Elle a confisqué la toupie de Fontanet; elle lui a enfoncé le bonnet d'âne sur la tête.
17. Ils l'ont écrit sur leurs ardoises.
18. Les boutiques des libraires; des estampes, de vieux tableaux, des meubles anciens; des faïences.
19. Pierre aimait le passé. Fontanet aimait les choses pratiques.
20. M. Petit-Prêtre est l'armurier.
21. L'idée de faire des armes avec du carton et du papier couleur d'argent. L'idée de fonder un musée. L'idée de composer une histoire de France.
22. C'était un géant haut de trente pieds.
23. La classe de huitième préparatoire.
24. Il avait l'air d'une demoiselle. Il avait la voix et le regard doux, les cheveux bouclés, les mains blanches, l'âme bienveillante. Il ressemblait à un mouton.
25. Il ne savait pas tous les vers de son poème sur les premiers rois de France.
26. Le vieux nom de Paris (Paris).
27. Il excellait dans la poésie et les fleurs; et il représentait Dieu sur la terre.
28. Le jour de la distribution des prix.
29. C'est l'auteur du texte que M. l'abbé Jubal employait tous les jours.
30. Il n'avait rien à confesser. Il n'avait pas de péchés.
31. La casquette de Fontanet.
32. Le sac dans lequel un élève porte ses livres.
33. Il y jetait des boules de neige; des marrons d'Inde, ou des balles élastiques.
34. Il était de maraquin rouge, et portait une couronne et des armoiries lacérées; il était tapissé d'une vieille soie.
35. Professeur de la troisième classe. Sa passion était l'antiquité.
36. La pensée de revoir ses camarades.
37. Il lui a révélé qu'il aimait (Mme Gance).
38. Ce sont des révolutionnaires royalistes (au commencement de la Révolution).
39. L'ombre d'une jeune fille.
40. Son oncle, qu'elle connaissait, avait vu aussi une femme que personne ne voyait.

—William K. Gray.

GRADE XI REVIEW SENTENCES

Lesson 1:

1. When Peter went into the tailor's shop, a well-dressed clerk spoke to him.
2. Did he want to buy a suit ready made or made to order?
3. "Which is the cheaper?" Peter asked.
4. His necktie was not as pretty as the necktie the clerk showed him.
5. An old man who always obeyed his wife wanted an overcoat for his grandson.
6. The tailor will send it to him a week from Monday.
7. Is more cloth necessary when one is making an overcoat for a tall man?
Several yards more.
8. Did the overcoat suit the customer?
9. Send it to him at once.
10. Do not ask him what he is willing to pay.

Lesson 2:

1. Mr. Dupré who had a farm in Normandy, was very proud of his hens.
2. Every summer he harvested his grain in the month of August.
3. In his pastures one saw sheep with their frolicking lambs, and many other animals.
4. He was not pleased when his dear hens made a hole in the hedge which separated his farm from Mr. Pépin's garden.
5. In fine sunny weather, they would go into this neighbour's garden.
6. Mr. Dupré had formed the habit of talking nonsense to his hens which he was much more fond than of his turkeys and peacocks.
7. He would talk to them in an affectionate voice.
8. Unfortunately, they did not understand anything.

Lesson 3:

1. On the other side of the hedge lived Mr. Pépin, who loved flowers and vegetables.
2. In the spring, which is the season at which hens are fond of straying from their own hen-house, Mr. Dupré's hens would walk among his neighbour's flowers.
3. As he was not pleased, he went to explain his trouble to his neighbour.
4. In spite of his peaceful nature, he showed that he was angry.
5. When Mr. Dupré refused to listen to his complaint, he decided to do something.
6. He placed straw near the holes in the hedge, and, instead of driving away the hens, he would call them.
7. As the hens found the seeds good to eat, they quickly obeyed him.
8. That is why Mr. Dupré often wondered why his dear hens were not laying any more eggs.

Lesson 4:

1. The postman always read her letters to Mrs. Mercier because she could not read.
2. Every day when Dr. Chartier was making his rounds, he would go to see her.
3. One day she told him that she had just received a letter from her son who was a sailor.

4. The doctor had never seen him and was surprised to hear that she had a son.
5. The postman, who was a stamp collector, always asked her for the stamps on her son's letters.
6. A fortnight ago, the lady had fallen ill.
7. When the doctor questioned the postman concerning the old lady's son, he learned that he had died two years before.
8. It was he who had written her the letters because he could not tell her that her son had drowned.

Lesson 5:

1. A few days after the adventure of which we have just been talking, Dr. Chartier returned home after visiting his parents.
2. He was tired because he had worked hard, and hoped that he would be left in peace.
3. But suddenly a knock was heard at the door.
4. The doctor went and opened it and saw an unknown man who appeared very much disturbed.
5. In his car he had an injured man who was groaning with pain.
6. When the doctor had carefully examined him, he decided to give him a potion which would put him to sleep.
7. He returned with the potion and the stranger then brandished a revolver.
8. That made him tremble with fear.

Lesson 6:

1. "Make two potions and drink one yourself", the stranger roared (hurler).
2. Dr. Chartier wanted to refuse, but he did not dare to do so.
3. The stranger drank his glass of cognac with a sigh of satisfaction and quickly fell asleep.
4. All three finally lost consciousness.
5. But Dr. Chartier had succeeded in telephoning the police.
6. He learned that a bank had been robbed and that there had been revolver shots.
7. If he had not been threatened with a revolver, he would not have drunk his potion.
8. If you know the continuation of this story, tell it to me, please.

Lesson 7:

1. If you visited England and France, you would find a few differences, but not many.
2. The young girl who wrote this composition about England tells us a few.
3. Thanks to her obliging travelling companions, she learned a great deal about the country.
4. In England she saw as many automatic weighing machines as in France, and there were more gas stations.
5. Elderly English women wear dresses of light shades.
6. The cars in England travel on the left, and there are not as many as in Canada.
7. Englishmen are the most industrious people in the world.
8. They work better than Frenchmen.

Lesson 8:

1. Thanks to a letter which Tom has just received, he has learned something very interesting.
- ✓ 2. His friend, who lives in France, is thanking him for his invitation to spend Christmas in his home.
3. His parents have given him permission to do so.
4. He hopes that he will be accompanied by his parents because he and they always travel together.
5. He is wondering how he will be able to recognize Tom when he reaches England.
- ✓ 6. He has decided that he will wear his raincoat and school cap and will carry a newspaper in his hand.
7. It is understood that Tom will not wear anything on his head.
8. In France the New Year is celebrated much more than Christmas.
9. So (done) Paul is very glad to accept the invitation to enjoy another holiday in a foreign country.
10. I should like to do that too.

Lesson 9:

1. On the twenty-third of December, Paul's boat arrived at the dock in Newhaven.
2. Tom has persuaded his father to take him there in his little two-seater.
3. Half an hour before the arrival of the steamer, Tom and his father reach the dock.
4. When they see the boat coming, they look for a small boy on the deck which is covered with passengers.
5. In the midst of the great going to and fro on the dock, they became a little anxious.
6. They think they will never be able to find the little boy in that crowd.
7. But when the ropes had been thrown out and the gangplank put out, there he was in the midst of the French ladies, who came down the gang plank with difficulty because of their too high heels.
8. When Tom started to talk French, he tried to pronounce it well in order to make his friend understand.

Lesson 10:

- 5 ✓ 1. Paul had written a short letter to his parents after his arrival on Christmas Eve.
- ✗ 2. Later he wrote a longer one in which he gave a complete description of his trip.
- 5 ✓ 3. What a vast number of things to do when one is travelling alone to a foreign country!
4. If Paul had had three hands, he would have used them all.
- ✓ 5. Most of the passengers thought it was too cold to remain on deck, but Paul wanted to see how the baggage was handled.
6. The sailors lifted it (them) with enormous cranes and placed it (them) in the baggage hold.
7. Because of his raincoat and cap, Tom quickly recognized Paul.
8. They both climbed into the rumble seat of Tom's father's little two seater.

Lesson 11:

- 5 ✓ 1. Nobody was ever so short-sighted as Mr. Bricourt.
2. Without his thick glasses, he could not see anything.
6 ✓ 3. His wife said that no woman was as unfortunate as she.
4. But finally her husband became manager of a branch of his bank.
5. His wife had been scolding him, because she never had any new clothes to wear.
6. She didn't make him miss his train, but she was thinking of what she had said to him.
7. He was not as interested as usual in what he was doing, and he took a bag which did not belong to him.
8. You do not mean to say that was the cause of his advancement!
9. Yes it was! I shall tell you about it later.
4 ✓ 10. Nothing will ever be more interesting.

Lesson 12.

1. Why did Mr. Bricourt not follow his customary route when he went to the bank that morning?
2. He was afraid to do so, for he saw very badly without his glasses.
3. He could recognize the forgery neither with his second pair of glasses nor with his magnifying glass.
4. The manager complimented him on his shrewdness.
5. His wife, however, knew nothing about the whole affair.
6. Upon what did Mr. Bricourt's success depend?
7. According to him, it depended on fate.
8. They like neither meat nor vegetables.
9. But their parents tell them that they will have neither presents nor money to spend if they do not eat them.

Lesson 13.

1. What Mr. Lenôtre was most fond of, after his parishioners, was the little birds and animals which are seen (which one sees) in the woods.
2. The bird about which we read in this story was a beautiful magpie which lived near his church.
3. Mr. Lenôtre's congregation was usually generous, but what suddenly surprised the priest was that the collection was gradually getting smaller.
4. A sermon which the priest delivered did not have the desired result of bringing them back to their duty.
5. This state of affairs was almost driving the priest mad, when suddenly he discovered the reason.
6. At a time when the school pupils had a holiday, he went for a walk in the woods.
7. He saw a group of boys looking up at something in a tree.
8. In the tree there was a magpie whose nest they had found.
9. To the nest the bird had carried the collection which it had stolen from the priest's personal vestry.
10. Then he understood how it had happened that he received less money each week.

EMMA C. CHAMBERS,
St. Catharines C. I. and V. S.

REVIEW SENTENCES FOR GRADE XII FRENCH

Lesson XVII

1. Do you know that old man that used to walk past the school every day?
He always wore a black coat and had a cane in his hand.
2. Have you ever seen any big rats in that house near the river?
3. I should like to give her a book of theatre tickets for her birthday.
That is an excellent idea!
4. I had a five dollar bill when I went shopping, but I had only a few cents
on my return.
5. Mary has gone to the grocery store to buy a bottle of milk and two
dozen eggs.
6. To-day is such a fine day that I should like to take a walk in the country.
7. We shall need oranges and apples for our picnic. Oh! I have no apples
in the house, but I shall buy some on the way home from the office
this evening.
8. Do you see that girl with the long hair? Her name is Antoinette, but
she is not French. She is Canadian.
9. They opened their Christmas presents at midnight, didn't they?
10. He was suffering a great deal, I believe. Such an injury is usually
very painful.

Lesson XVIII

1. Who is the gentleman in the top hat who has just come into the shop?
2. When did they give you an appointment for the interview?
3. What letters of recommendation have you brought?
4. What is his speed in shorthand? I don't know, but he does forty-five
words a minute in typing.
5. What happened when she couldn't open the window? She was very
angry and sent for a strong man.
6. Why did they decide to go to the city? They wanted to go and look for
some new clothes.
7. What course did she take at the University? She studied Modern
Languages, didn't she?
8. When do you try examinations in Canada? We write our final exams
in the month of June, but we also try exams at Christmas and at
Easter.
9. We shall send them a post card from Mexico next summer. They will
be very surprised to get it, won't they?
10. You have read books by all those men. Which do you prefer?

Lesson XIX

1. He can drive, but he cannot have the car to-night because his father
wants it.
2. I don't know what he will do. He knows no one in the city.
3. Knowing that that is true, he will be able to decide what to do.
4. Does she know if they will be able to go there?
5. The soldier with the mourning band drank three glasses of wine without
even paying for the first.
6. I shall go crazy if they don't stop making that noise!
7. While cleaning the windows, the woman fell and hurt her leg.
8. The captain died two days ago and they have just buried him.

9. The stranger thanked us for the information and ran across the street.
I am glad you were able to help him.
10. The soldiers were lined up on the parade-ground and did not know what had happened.

Lesson XX

1. I don't like that picture. The one I saw yesterday was much prettier.
2. Those who refuse to work, cannot succeed.
3. Why do you say things like that? Everything I have said, is true.
4. The shopkeeper will be able to give you everything you need.
5. I have seen several hats, but the one I like best is the one I saw at Eaton's last week.
6. Our car is blue; my brother's is green.
7. The cup we have just broken is the one our grandmother gave us.
8. The sentences we mean are those we translated yesterday.
9. We study French and Latin. The former is easier than the latter.
10. "Put on your coat and follow me!" shouted the one who had just come in.

E. L. McKINNON,
Oshawa Central Collegiate.

UPPER SCHOOL REVIEW

Lessons 1 and 2

1. I know they are both in the garden near the shed because I was speaking to him and her a little while ago.
2. "You are right," my neighbour said. "But they are too busy to listen to us now."
3. But will you introduce me to them to-morrow after Mr. Lièvre returns home from the office?
4. His garden makes him work hard because he grows in it all kinds of vegetables and fruits.
5. Lend me your spade and perhaps I shall be able to bury that bundle without being seen.
6. The vegetable marrow, whose story we have just been reading, was a gift which did not greatly please the one who received it.
7. That is what I was afraid of when I thought of what I had just heard.
8. The gentleman in whose garden we used to have our meals served is a friend of yours, is he not?
9. The people among whom we used to live in that village are finer than all those whom we have met since that time.
10. The Lièvres, for whom you gathered those cauliflowers and carrots, think you have the best garden in the district.
11. Have you visited that gentleman's property which is outstanding for its beauty?
12. He has not done his home-work, which will not please anyone.

Lessons 3 and 4

1. Yesterday, I listened only to the evening newscast.
2. I had the whole evening to spend alone, as one can go out only when it is fine.
3. As you have turned on your radio, I am going to turn off my set.
4. Did you enjoy that broadcast of a chat on the theatre to which I advised you to listen?
5. Only the announcer knows the difficulties against which one has to struggle to keep everybody informed about what is happening in the world.
6. How far is it from here to Quebec? I don't

know, but I believe it is more than 500 miles. 7. I should like to be acquainted with his family. Will you please introduce me to her, for I know only him? 8. Have you asked your brother for details about the books which were stolen from him a few weeks ago? 9. We all want to congratulate the winners on their success. 10. I told him to answer that letter which you wrote to him, but I doubt whether he has done so. 11. The Tour de France aroused tremendous enthusiasm because it was the biggest cycling race in France. 12. We are going to hide from them those things we borrowed from her. 13. We shall probably have to learn to get along without many things, such as tires.

Lessons 5 and 6

1. You could leave your baggage in the check room. 2. The young English lady must have forgotten that, when one is not having breakfast, one ought to say, "coffee with cream" instead of, "coffee with milk". 3. She should not have trusted the recommendation of an old newspaper seller to find a good hotel. 4. Will you tell me what other route I could have followed in order not to have been so long in finding the one you recommended? 5. There is nothing that a good guide book does not tell about such things. 6. They can't speak French very well although they have studied it for years. 7. We are looking for a carpet for a room 20' long by 16' wide. 8. His brother is five years older than he, but he is several inches taller than his brother. 9. Thousands of people have decided to live more cheaply so that they will be able to buy Government Bonds. 10. All my friends (fem.) will be quite proud and quite interested to hear that. 11. Hundreds of people are six feet tall, but there are few as huge as he. 12. Number 32, which has a basin with two taps and a fairly large clothes press, will suit you, I hope.

*titres de
revue.*

Lessons 7 and 8

1. In the Grosjean home, each one does something different in the evening. 2. Sometimes they invite a few of their friends to spend the evening with them. 3. The children have to do their homework, but they spend twice as much time enjoying themselves. 4. Everybody is usually at home early in the morning. 5. How long have you been doing crossword puzzles? 6. It is a pity that never in their lives have your parents been hard on you. 7. It is well that one's parents should scold one sometimes. 8. I had been taking part in crossword puzzle competitions for several months when I finally won my first prize. 9. I make three times as many mistakes as he, but he makes very few. 10. The more industrious one is, the less one likes to waste one's time. 11. You will receive the result sooner than you think. 12. He writes better and better every day. 13. What a beautiful day for taking a most interesting trip! 14. What a lot of noise there is in a classroom, when everybody is sitting down, and how pleased we are when all are seated! 15. But those girls are still standing and are becoming more and more tired.

Lessons 9 and 10

1. If we want to succeed in this world, we must help one another. 2. When someone less fortunate than you asks a favour of you, you should do it at once. 3. As soon as I hear that he has passed with honours, I shall write to congratulate him on his success. 4. That is the only thing one can do to show him that the news has greatly pleased one (vous). 5. The more

he read that letter, the more annoyed he became that he had not received the money on which he had counted. (6.) After they had talked to one another about the matter, they decided that they would forgive one another. 7. I am wondering if they will do it. I hope so. 8. He is probably ill this morning, and if I were to telephone to him, I might disturb him. 9. It is obvious that the results of the election will not be long in arriving. (10.) Do you hope that the candidate who is a lawyer will be elected? 11. It is not at all certain that he will have a large enough majority. That is certainly true. 12. What time do you intend to return home this evening? 13. At the time of the last elections, it was two o'clock before I succeeded in getting there. 14. This time I hope I shall be able to make my transfer, without having to wait a long time for another bus.

Lessons 11 and 12

(2.) Unless you have visited Grenoble, you have not seen the most charming city that can be visited in the French Alps. 2. I am afraid that some time may pass before we shall be able to go there again. (3.) I do not doubt that this city was almost deserted during the war as the people of Europe were too busy to think about travelling. 4. For many years we have been receiving little news from some countries in Europe. 5. Even in two years many things may happen, and it may be that these countries have (are) greatly changed. 6. It takes months and even years to build a beautiful building which may be destroyed in a few minutes. 7. In Canada all pupils have a holiday on Saturday. 8. Thanks to the progress in the technical domain, aeroplanes are now permitted to take off and land in all weathers. 9. May this progress long continue! 10. In order that there may be fewer accidents, combat planes are especially equipped for night flying and blind flying.

—EMMA C. CHAMBERS, St. Catharines C. I. & V. S.

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MATERIAL FOR JUNE EXAMINATIONS

Grade IX

FRENCH

June, 1953

I. (a) Ecrivez le présent des verbes: **aller, sortir.**

(3x3)

(b) Ecrivez le passé indéfini du verbe: **descendre.**

II. Mettez les verbes au passé indéfini et faites tous les changements nécessaires:

- (8) 1. Je (attendre) Georges devant l'école.
2. Il (sortir) à trois heures vingt.
3. Nous (partir) pour la campagne.
4. À la ferme nous (aider) mon oncle.
5. Je (donner) à manger aux chevaux.
6. Georges les (brosser).

III. (a) Ecrivez à la forme négative:

- (5) 1. Je les admire beaucoup.
2. As-tu fini l'exercice?

(b) Ecrivez à la forme interrogative sans employer "Est-ce que":

1. Marie cherche ses gants.
2. Elle les a trouvés.
3. C'est ton chapeau.

IV. Remplacez le tiret par la forme convenable de l'adjectif entre parenthèses:

- (5) 1. (blanc) Elle porte une robe -----.
2. (premier) Voici les ----- fraises du jardin.
3. (tout) J'aime ----- les fruits.
4. (ce) ----- enfant a faim.
5. (utile) La vache est un animal -----.

V. Remplacez les noms soulignés par des pronoms:

- (5) 1. Je ne mange pas les épinards.
2. La géographie est intéressante.
3. Adèle donne la lettre à sa tante.
4. Nous avons rempli le panier de cerises.

VI. Remplacez les tirets par **de, de l', de la, du ou des**, selon le cas.

- (5) 1. Le stylo --- élève est tombé.
2. Voici --- viande et --- pommes de terre pour Jean.
3. Il ne désire pas --- sauce.
4. Combien --- oranges avez-vous là?

VII. Traduisez en français:

- (30) 1. The new pupil who comes from Montreal speaks French.
2. Look at that black kitten. He hears the birds.
3. Ordinarily we eat a salad with bread and butter.
4. Did you speak to them when they entered the house?
5. Doesn't he like the socks which his sister chose?
6. Mary saw an apple on the table and ate it.

VIII. (a) Soulignez les consonnes qui ne se prononcent pas:

- (5) "Les dix-huit élèves sont arrivés".

(b) Soulignez les 2 mots qui contiennent le son dans:
rayon, rencontrer, campagne, lundi matin.

(c) Ecrivez en toutes lettres: [nos animo familje].

- IX. Répondez en français aux questions qui suivent:
- (14) 1. Nommez deux fruits que vous aimez beaucoup.
 2. Qu'est-ce qu'il y a dans la bouteille sur la table du professeur?
 3. Quel animal mange la laitue?
 4. Quel jour allez-vous à l'église?
 5. Quel est le mois après février?
 6. Nommez une ville importante sur la Méditerranée.
 7. À quelle heure êtes-vous arrivé à l'école ce matin?
- X. Donnez le contraire de: devant, sortir, le commencement, le matin.
- (4)
- XI. Ecrivez de mémoire un verset (6-8 vers) d'une chanson française.
- (5)
- XII. Employez chacune des expressions suivantes dans une phrase:
- (5) (1) mon chien (2) rougir (3) difficile (4) parce que (5) longtemps.

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Grade X FRENCH June, 1953

I. Ecrivez les verbes au temps indiqué:

- (10) (1) il (trouver—p. déf.) (6) elles (faire—fut.)
 (2) tu (rougir—prés. subj.) (7) vous (dire—prés. indic.)
 (3) ils (entendre—p. indéf.) (8) elle (s'appeler—imparfait)
 (4) je (être—cond.) (9) commencer—lère pers. plur.
 (5) nous (avoir—cond. ant.) impératif
 (10) ils (venir—plus—que—parf.)

II. Remplacez les mots soulignés par des pronoms:

- (5) 1. Le professeur répond aux élèves. 2. Passe-moi la sauce, s'il te plaît.
 3. A-t-elle vu ses amies? 4. Je veux lui donner du miel.

III. Ecrivez la forme correcte de l'adjectif:

- (5) 1. un (nouveau) élève. 2. de (beau) chevaux 3. (ce) arbre vert
 4. une jolie fleur (blanc) 5. notre (dernier) leçon de français.

IV. Répondez en français par des phrases complètes:

- (10) 1. Nommez un grand fleuve (a) du Canada (b) de la France.
 2. Quel est le dernier film que vous avez vu? (ou Quel livre avez-vous lu récemment?)
 3. Qu'allez-vous faire cette année pendant les vacances d'été?
 4. À quelle heure vous levez-vous le samedi d'ordinaire?
 5. Quel âge aurez-vous le premier septembre 1953?

V. Complétez les phrases suivantes:

- (5) 1. est situé sur la Manche. 2. Montréal est la plus grande ville la province de Québec. 3. Le cheval court vite la vache. 4. Il y a jours dans le mois de juillet. 5. Nous sortons de l'école à

VI. Traduisez: 1. on the twelfth of June. 2. I am hungry. 3. from time to time. 4. as old as. 5. by eating.

VII. Traduisez en français:

- (6) 1. Her brother would have taken (faire) a canoe trip if he had not bought a new bicycle.
 (6) 2. When the scouts had crossed some small lakes, they arrived at a beautiful river.
 (6) 3. The other girls were on the deck of the boat when my sister came back.
 (6) 4. Show me the good black cherries that you bought at the market.
 (6) 5. If the weather is fine tomorrow, we shall go to the park after school.

VIII. Le loup et le chien.

(10÷2) Comparez le loup avec le chien. (Vocabulaire: maigre - gras - demeurer - manger - travailler - la chaîne - la liberté). Write about five sentences.

IX. Le jongleur de Notre-Dame

(10) 1. Comment Barnabé gagnait-il sa vie? 2. Pourquoi attendait-il les jours de marché? 3. Avec quoi jonglait-il (une chose)? 4. Pourquoi voulait-il devenir moine? 5. Donnez le synonyme pour: moine; triste.

X. Boum - Boum

(5) 1. Pourquoi François ne reconnaît-il pas Boum-Boum quand celui-ci (the latter) lui fait visite pour la première fois? 2. Qu'est-ce qui (what) cache le costume de Boum-Boum quand il arrive chaque jour après? 3. Donnez le contraire de: demander.

XI. Ecrivez de mémoire 10 vers (lines) d'un poème français que vous avez (10÷2) appris pendant ce trimestre (term).

XII. (a) Indiquez deux liaisons et quatre consonnes muettes (silent):

(6÷2) "Je suis un homme rude et sans art," dit Barnabé.

(2) (b) Divisez en syllabes: maître, conversation. (ou Trouvez dans cet examen (question paper) un mot contenant le son [œ] et un mot contenant le son [j].

Grade XI

FRENCH

June, 1953

I. Mettez les verbes au temps indiqué:

- | | | |
|-----|---------------------------|-----------------------------------|
| (6) | (1) vous | — semer (futur) |
| | (2) il | — commencer (passé défini) |
| | (3) nous | — venir (conditionnel antérieur) |
| | (4) il | — connaître (présent de l'indic.) |
| | (5) lère pers. au pluriel | — avoir (impératif) |
| | (6) ils | — recevoir (présent du subj.) |

(2) II. (a) Ecrivez la forme féminine de: (1) blanc; (2) frais.

(1) (b) Mettez au pluriel: général.

III. Remplacez les mots soulignés par les pronoms convenables et faites (6) les changements nécessaires.

(1) Ne cultivait-il pas beaucoup de blé dans ses champs.

(2) Nous avons raconté les histoires à nos amis.

(3) Vous avez plus d'argent que votre sœur, n'est-ce pas?

(4) Je n'ai vu que Jean dans le théâtre.

(2) IV. Donnez les adverbes qui correspondent aux adjectifs suivants:

(1) évident; (2) doux.

(4) V. Remplacez les tirets par les mots convenables:

(1) La vache court -- vite que le cheval.

(2) C'est le plus grand garçon --- la classe.

(3) Je ne fais pas --- fautes en français que dans les autres sujets.

VI. Complétez les phrases suivantes par la forme négative qui est indiquée, en faisant les changements nécessaires.

(4) 1. J'ai mangé des pommes de terre pour le dîner. (pas)

2. Il raconte quelque chose à cet homme. (rien)

3. Vous avez raison de vous mettre en colère. (aucun)

4. Quelqu'un a tué cet animal. (personne)

VII. Remplacez le tiret par la forme correcte du pronom relatif:

(4) 1. Les arbres sous --- je vois les chaises sont grands.

2. Au moment --- il est entré, les garçons sont partis.

3. Ils entendent tout --- on dit dans la classe.

4. Où avez-vous placé les livres --- mon oncle lisait hier soir.

(4) VIII. Ecrivez de mémoire huit (vers) lignes que vous avez appris(es) depuis les Pâques.

IX. Traduisez en français:

- (5) 1. She had just put her passport in her pocket when she entered the customs.
- (5) 2. We took our suit-cases up to our rooms and then we went down again.
- (5) 3. I never want to see you again, said the manager of the bank to a customer.
- (5) 4. The poor women arrived at the office covered with mud.
- (5) 5. They will not be able to recognize us because we have forgotten to wear that red flower.
- (6) 6. The clothes we bought are in the other store. Drive us there.

X. (22) Questions on your Authors text.

XI. Traduction à première vue:

- (14) Cinq minutes après, les conditions étaient signées, par Satan en son propre nom, et par le bailli au nom de ses paroissiens. Le diable s'engageait formellement, par cet acte, à bâtir pendant la nuit un pont assez solide pour durer cinq cents ans; et le magistrat, de son côté, concédait, en paiement de ce pont, l'âme du premier individu que le hasard ou la nécessité forcerait de traverser la Reuss sur le passage diabolique que Satan devait improviser.

Le lendemain, au point du jour, le pont était bâti. Bientôt le bailli parut sur le chemin de Goschenen; il venait vérifier si le diable avait accompli sa promesse. Il vit le pont, qu'il trouva fort convenable et à l'extrémité opposée à celle par laquelle il s'avancait, il aperçut Satan, assis sur une borne et attendant le prix de son travail nocturne.

"Vous voyez que je suis homme de parole, dit Satan.

—Et moi aussi, répondit le bailli, en déposant, à l'entrée du pont, un sac qu'il avait apporté sur son épaule, et dont il se mit à dénouer les cordons.

—Qu'est-ce? dit Satan, essayant de deviner ce qui allait se passer."

Et un chien, sortit du sac, et, traversant le pont, alla passer en hurlant aux pieds de Satan.

Vocabulary: le bailli—le magistrat

une borne—une pierre qui sépare un champ d'un autre.

dont—of which. une âme—soul.

- 1. Qu'est-ce que Satan allait faire pour le magistrat et ses paroissiens?
- 2. Comment allait-on le lui payer?
- 3. Pour quelle raison le bailli a-t-il paru sur le chemin de bonne heure le lendemain?
- 4. Pourquoi Satan y attendait-il?
- 5. Qu'est-ce qui a traversé le pont le premier?
- 6. Divisez en syllabes: extrémité.
- 7. Dans la première phrase du premier paragraphe trouvez—
 - (1) un exemple du son: main. (2) un exemple du son: fort.
 - (3) un exemple du son: mettre.

1. Répondez en français par des phrases complètes:
- (5) 1. Comment allez-vous passer les longues vacances cette année?
2. Qu'est-ce qu'une dactylographe?
3. Comment s'appelle l'événement cycliste le plus important de l'année en France?
- II. Ecrivez les verbes suivants à la form indiquée:
- (10) 1. futur—ils (courir, faire).
2. présent du subjonctif—que nous (croire, pouvoir).
3. plus-que-parfait—elle (mettre, s'asseoir).
4. impératif, deuxième personne du pluriel—dire, être.
5. passé défini—il (écrire, recevoir).
- III. Remplacez les noms soulignés par des pronoms:
- (5) 1. A-t-il mis son sabre dans le fourreau?
2. Ce sont les officiers qui donnent les ordres aux soldats.
- IV. Traduisez les mots entre parenthèses:
- (5) 1. Tout (that) brille n'est pas or.
2. (Those) qui sont en retard resteront après la classe.
3. Où est ton invitation? Voici (mine).
4. (What) avez-vous dit?
5. Voici le livre (about which) il a parlé.
- V. Remplacez le tiret par le mot convenable:
- (10) 1. Nous sommes partis—Montréal—trois juillet.
2. Achetez—beurre et une douzaine—oeufs quand vous irez—magasin.
3. Qui joue—piano? —est ma mère. Elle aime bien—musique classique.
4. J'ai oublié—lui demander—apporter ses disques.
- VI. Ecrivez la forme correcte du verbe entre parenthèses:
- (5) 1. Après le journal, il s'est couché. (lire)
2. Il faut qu'on y tout de suite. (répondre)
3. Il ferait plus frais ici, si vous la fenêtre. (ouvrir)
4. Ecrivez lentement de peur que vous ne des fautes. (faire)
5. Les autobus parisiens sont en vert. (peindre)
- VII. Ecrivez la forme correcte du participe passé:
- (5) 1. A-t-elle (voir) les souris que le monsieur a (acheter)?
2. Vous êtes-vous (souvenir) de cette catastrophe?
3. Elle s'est (casser) la jambe.
4. Où cette femme est-elle (naître)?
- VIII. (a) Donnez l'adverbe qui correspond à ces deux adjectifs: apparent, affreux.
- (5) (b) Ecrivez au féminin: ancien, curieux.
(c) Ecrivez au pluriel: un tel homme.
- IX. Traduisez:
- (40) 1. King George died last winter and now Elizabeth the second is the queen of England.
2. Although the climate is cold, we like this country with its forests and lakes.
3. If you had been here yesterday, you would have been able to go to the beach with us. Can you swim?
4. This building, which was constructed twenty years ago, is the library; the one on the left, is the museum.

5. There is a young man in the office who wants to see you. Shall I tell him to wait?

6. (a) in Paris (e) it is raining
(b) in Brittany (f) ninth
(c) in the United States (g) eighty
(d) are you thirsty? (h) half past five

X. (30) Questions based on your Authors text.

XI. Lisez le passage si-dessous et répondez en français par les phrases complètes aux questions qui le suivent:

Mes gardiens poussèrent un cri, mais je courais déjà, sans regarder en arrière. Leur stupéfaction me donna dix bonnes secondes d'avance. Mais ils ne perdirent pas de temps à s'accuser l'un l'autre, car bientôt j'entendis leurs pas qui me suivaient de loin. Je redoublai de vitesse: le chemin était beau, fait pour moi. Nous descendions une pente rapide. J'allais comme le vent, les bras collés au corps, sans sentir les pierres qui roulaient sur mes talons, et sans regarder où je posais mes pieds. L'espace fuyait sous moi; rochers et buissons semblaient courir en sens inverse aux deux côtés de la route; j'étais léger, j'étais rapide, j'avais des ailes. Mais ce bruit de quatre pieds fatiguait mes oreilles. Tout à coup ils s'arrêtent, je n'entends plus rien. Seraient-ils las de me poursuivre? Un petit nuage de poussière s'élève à dix pas devant moi. Un peu plus loin, une tache blanche s'applique brusquement sur un rocher gris. Deux détonations retentissent en même temps. L'ennemi venait de tirer, mais je courais toujours.

- (20) 2 1. Quel avantage tirait le jeune homme de l'étonnement de ses gardiens?
2 2. Comment a-t-il su qu'ils le poursuivaient?
2 3. Qu'est-ce qui l'a aidé à courir si vite?
2 4. Expliquez pourquoi il y avait un "bruit de quatre pieds."
2 5. Pourquoi ce bruit a-t-il cessé soudainement?
2 6. Qu'est-ce qui a fait le nuage de poussière et la tache blanche devant le coureur?
7. (a) Ecrivez un synonyme pour: chemin, las.
6 Ecrivez le contraire de: léger, je courais toujours.
Ecrivez l'infinitif de: perdirent, s'élève.
1 (b) Trouvez dans le texte une expression employée par l'auteur pour décrire sa grande vitesse.
1 (c) Traduisez: L'ennemi venait de tirer.

$$150 \times 2 \div 3 = 100$$

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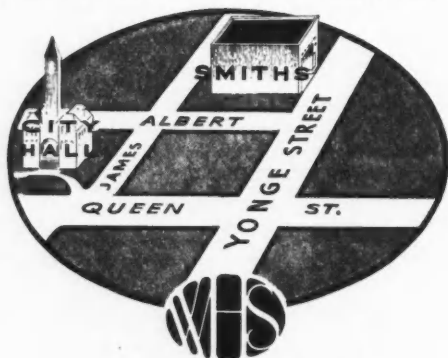
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Directed by Marjorie Fugler

THE INCREDIBLE CANADIAN — A candid portrait of Mackenzie King: his works, his times and his nation. By Bruce Hutchison. 454 pages. Longmans, Green and Company, Toronto, 1952. Price \$3.50.

Bruce Hutchison's latest book is an authentic record of the achievements of the great reformer under whose intuitive leadership Canada became an independent nation within the British Commonwealth — economically and politically mature, and ready to take its place in the councils of the free nations of the world. An uninspiring leader, with a disappointing personality, Mr. King had not won the affection of the people of Canada, in spite of his record term as Prime Minister. According to Mr. Hutchison, our late Prime Minister was not merely an astute and ruthless politician, an opportunist who knew how to profit from the weaknesses of his opponents, but a well-informed, far-seeing and efficient administrator, who in spite of adverse tides and frequent storms, succeeded in piloting the ship of state even closer to the ultimate Utopia of the welfare state. This "incredible Canadian" left his successor a united Canada, a mature, self-reliant and prosperous nation, whose representatives are playing a leading part in the dramatic deliberations of the U. N. A. Every school library in Canada should have a copy of this important volume.

—G. A. K.

LE TEMOIGNAGE DE L'ENFANT DE COEUR by Georges Siméon.
50 pages of text. Price 55c. Clarke Irwin, Toronto, 1949.

Senior pupils who enjoy detective stories will find the usual elements here, although for most of the time the stock commodity, the corpse, is missing. Little Justin said he saw a body on the sidewalk on his way to early morning mass, but as it had vanished five minutes later when the first streetcar passed the spot, no one would believe the child's story that a crime had been committed. No one, that is, but Inspector Maigret, who was convinced that the lad had not invented the tale. Maigret, a choir-boy in his youth, put himself in the boy's place, imagined what must have happened, and of course solved the case. It is a little confusing in places, but then what detective stories are not?

—M. F.

TWENTY-FOUR FRENCH CROSSWORD PUZZLES compiled by G. J. Nixon. Price 25c. Toronto, Clarke Irwin, 1950.

It is the author's purpose in presenting this book to increase the students' vocabulary while entertaining them. As there must be over eight hundred words in the solutions alone, it must be admitted that there could be a considerable increase. The puzzles are intended to be solved with the aid of "Mon Premier Dictionnaire Français" by Linklater, although they could certainly be done without that delightful little book. A page of instructions at the beginning explains the wording of the clues and, if that is not enough, the answers to the puzzles are to be found at the end. French clubs might find this interesting and instructive.

—M. F.

PETITES HISTOIRES by G. Richardson & W. Fletcher. 65 pages. Price 65c. Longmans, Green, 1952.

This is a junior version of "Histoires Illustrées", which has already found favour in a number of schools. With this book, grade ten pupils could feel, even at that early stage of learning, the satisfaction of actually writing a composition in French. There are thirty pictures, or sets of pictures, about which the compositions are to be written. For the first nine, certain vocabulary is suggested and the pupils are to complete sentences or answer questions to give a description of what they see. For the next five, questions alone are used to suggest the outline. From there on, there are two or more pictures to be described and a passage to write linking the two and giving a simple account of what is done. For example the first may show a team going out on the playing field and the second, the team coming back home. Questions still guide the young authors as they tell what happened in between. Lists of phrases are given from which they must choose three or more to incorporate in the story, such words as: "juste à temps" or "Les mains dans les poches, Henri . . .". The introduction explains the procedure very clearly and stresses the importance of using only words they know and using them accurately. This is one of the best books available on the subject.

M. F.

STANDARDIZED FRENCH TESTS—by T. S. Percival. Specimen Set (French Grammar, French Vocabulary and Teacher's Manual) Price 75 cents. Individual tests, 40 cents a dozen. University of London Press. Toronto, Clarke, Irwin.

The manuals for these tests state that they are intended to measure the achievement ". . . of pupils in the age range of 11 to 17, who have studied up to five years of French." They may be used to "test the knowledge of pupils being transferred or admitted to a school after the normal time of entry" or to "compare different groups of pupils with one another." For both tests (grammar and vocabulary) there are two papers of similar difficulty, each containing one hundred questions. The vocabulary test gives one French word with five English meanings from which to choose, so that the student merely puts in the number of the correct translation. The grammar test is of the completion type where the student writes the missing word in a sentence. Twenty-five minutes are allowed for this. The manual gives instructions for using and marking the tests, standardized scores, and of course, the correct answers.

—M. F.

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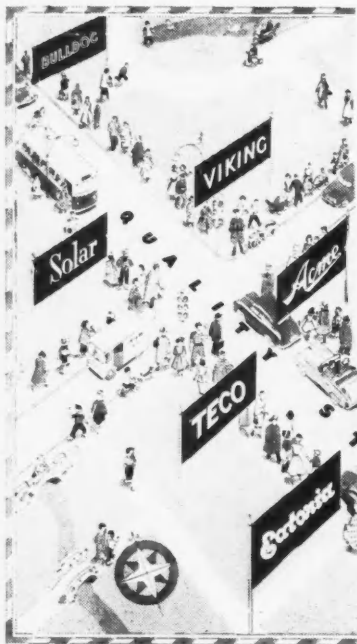
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